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Teacher's Attitudes of Block Scheduling and Lesson Preparation Quality/Time in Two Virginia Beach City Public High Schools

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**TEACHERS' ATTITUDES
OF BLOCK SCHEDULING AND
LESSON PREPARATION QUALITY/TIME
IN TWO VIRGINIA BEACH CITY
PUBLIC HIGH SCHOOLS**

A Study Presented to the Graduate Faculty
of the Department of
Occupational and Technical Studies
Old Dominion University

In Partial Fulfillment
of the Requirements for the Degree of
Master of Science in Education

By
Christin G. Browning
August 1997

Approval Page

This research paper was prepared by Christin G. Browning under the direction of Dr. John M. Ritz in OTED 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science of Education.

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8-14-97
Date

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Chapter I

Introduction

Alternative scheduling, which has replaced the traditional seven-bell day in many public schools across the country, came about after a 1983 report was presented to Congress. According to the landmark study, *A Nation at Risk*, public schools were on the brink of disaster. Drastic measures were needed to reform the entire American school system, the report stated, because American schools were no longer doing their job. Drop-out rates were higher, students graduated for merely occupying classroom seats and illiterate students were slipping through the cracks and graduating. Students who lacked basic skills like reading and writing were sent out into the working world. Where in the job market would these unskilled students fit? Most likely they would become today's unemployed. Since the report was published, efforts have been made to bring about positive change in our schools. Schools have implemented alternative scheduling, improved curriculum, increased standards and new teaching strategies (Cetron and Gayle, 1991, pp. xi-xii, 3).

School reform moved into Virginia Beach Public Schools several years ago. In 1994, students attending three Virginia Beach high schools began a new schedule; a new way of attending classes called block scheduling. There are several versions of block scheduling, but this report will deal with the "Alternate Day Plan," (also know as the "A Day, B Day" and the "Day 1, Day 2" version). Virginia Beach's block-scheduling program, which had been implemented into middle and high schools across the country, worked on the alternate two-day

schedule. Kempsville, Ocean Lakes and Princess Anne High Schools block-scheduling program divided each school day into ninety-minute classes that met on alternate days. For example, on "A" day a student attended three ninety-minute classes such as math, history and physical education. The fourth ninety-minute "action block" consisted of lunch and study hall, attended on both "A" and "B" days. On "B" day the student may have attended three other ninety-minute classes like English, Latin and psychology.

Implementing this block-scheduling program meant that the students spent more time in each class session. It also meant that teachers had to plan additional activities to involve the students for the added class time. Before, teachers only had to plan for a fifty-minute class. With block scheduling, they had to fill ninety minutes or combine two lessons into one.

Is the teacher's planning time adequate to prepare for each class? What kind of teaching strategies must they use to efficiently utilize the additional amount of time with block scheduling? Do they produce more quality lessons because they have more time to fill? This research study attempts to answer these questions.

Statement of the Problem

The problem of the study was to compare teachers' lesson preparation time and utilization of alternative teaching methods during block scheduling as compared to the traditional seven-bell schedule at Kempsville and Princess Anne High Schools in Virginia Beach.

Research Goals

The objectives of this study were developed to determine if:

1. teachers using the block schedule have more time for planning lessons.
2. teachers using the block schedule utilize alternative teaching strategies to fill the additional class time.
3. teachers using the block schedule tend to produce higher quality lessons.
4. teachers using the block schedule would rather continue utilizing the program than return to the traditional seven-bell day.

Background and Significance

Our children are our future and their education plays a major part in who and what they become in society. The goal of the American education system is to mold students into thinking, skilled young adults ready to face the world and become functioning members of society. But according to the report, *A Nation At Risk*, schools in the 1980's had failed to meet that goal over and over again. Students graduating from high school lacked the basic skills needed to get a decent job. Because of technological advances and the demand for skilled workers, there was no place in the business world for the poorly educated. Education in the 1990's needed drastic reformation. The report stated that schools needed to implement revisions to reflect the changes in society (Cetron and Gayle, 1991, p. 4).

Since then different kinds of school reforms have been implemented, some successful and some not so successful. One aspect to come about in school reform has been alternative scheduling which has replaced the traditional six- or seven-bell schedule. Although alternative scheduling may not add extra hours to the school day or solve all of the problems within the school, it can improve the

quality of time spent in the classroom. “Scheduling is a valuable but untapped resource for school improvement. Through our work in schools across the country, we have seen again and again how a well-crafted schedule can result in more effective use of time, space and resources (human as well as material)” (Canady and Rettig, 1995, p. 3).

The traditional seven-bell school day has been in use in this country for decades. Roy J. Wasson High School in Colorado Springs had been using the schedule since the school opened in 1959. A needs-assessment survey revealed that the school needed to implement a new schedule due to overcrowding in classrooms, limitations in course offerings, teacher workload and stress for teachers and students. In 1990 the school decided on the Alternate Day schedule to deal with these issues. Back then, not many schools were using the block schedule and there were not any experts to seek information from, so they learned as they went (Schoenstein, 1996, p. 4).

Roy J. Wasson High School and many others across the country soon found advantages in Alternate Day scheduling. “It means more freedom to take electives, giving students more educational options. And it means less time changing classes, so there are fewer opportunities for students to duck out of school or duke it out in the hall,” said Tom Troy in his article entitled, “Block Time in High Schools—A Growing Trend” (1996, p. 1). Teachers also claimed that they knew each student much better and class population was smaller. The slowed-down pace was less stressful for the teachers and students. In addition

teachers were able to teach more in depth during ninety-minute sessions (Schoenstein, 1995, p. 17).

In contrast to advantages, there remain disadvantages to the Alternate Day schedule as well. Often students have difficulty paying attention for ninety-minutes, and the class meets only every other day. A student misses more in one day than with the traditional seven-bell day (Hoffman, 1995, p. 42). But in most cases the positives outweigh the negatives and other schools across the country have begun to employ the block scheduling plan.

Three Virginia Beach public high schools decided to utilize the Alternate Day schedule. Since 1994 Kempsville, Princess Anne and Ocean Lakes have been the only public high schools in the city that use the new schedule. It is essential that an investigation into the opinions of the teachers be conducted to determine whether they feel that block scheduling is working for them. Through analyzing statistics and conducting interviews with teachers, it will be determined whether they have efficient planning time to prepare for the additional class time and if block scheduling should be continued at their schools.

The Department of Accountability was charged with conducting a survey about block scheduling in 1995 and 1996 at Kempsville, Ocean Lakes and Princess Anne High Schools. Although this survey will prove to be helpful with background information, it does not describe how teachers feel about whether or not they wish to continue teaching under the new block schedule. It also does not detail what new teaching strategies teachers are using to fill the extra time

allotted for each class. It also does not reveal if they have adequate time to plan for longer classes.

Limitations

This research study was limited to:

1. Virginia Beach teachers currently employed at Kempsville and Princess Anne High Schools. Teachers from Ocean Lakes High School were not included in the survey, because the newer school opened in 1994; therefore, they could not compare block scheduling to the traditional schedule at that school.
2. The number of teachers responding to a questionnaire on block scheduling.

Assumptions

The following assumptions were made for the study:

1. Teachers at Kempsville and Princess Anne High Schools have taught previously during a traditional seven-bell schedule.
2. Teachers surveyed completed the questionnaire honestly and accurately.
3. Surveys were evenly distributed between male and female teachers teaching ninth, tenth, eleventh and twelfth grade core and non-core classes.
4. Teachers were not swayed in how to respond to the survey.

Procedures

Block scheduling surveys conducted by the Department of Accountability were obtained from the department and from the principal at Kempsville High School, Dr. Louis O. Tonelson. The survey was conducted at Kempsville and Princess Anne High Schools. These surveys were reviewed, and a questionnaire

was constructed on what information was missing and needed to find teachers' opinions concerning block scheduling.

The Virginia Beach School Profiles for 1996-1997 were obtained from the Virginia Beach Public Library. These data contained average class sizes, average years teaching experience and school population for Kempsville, Ocean Lakes and Princess Anne High Schools. A survey for this research study was constructed and sent to teachers at each of these schools based on teacher population information found in the profile.

Definition of Terms

The following definitions are provided for readers so that they may have a better understanding of this study.

Alternative Scheduling

An alternative scheduling program replaces the traditional seven-bell day utilized for decades in middle and high schools across the country. During the seven-bell day schedule, students would attend the same seven classes every day. Class length was between fifty and sixty minutes long.

Block Scheduling

There are many variations of block scheduling, but in this report Alternate Day scheduling is the program used at Kempsville, Ocean Lakes and Princess Anne High Schools. With this schedule, students attend three different ninety-minute classes, lunch and study block on alternate A and B days.

Cooperative Learning

Where groups of two or more children work together on an assignment in the classroom. It has been found that students learn from one another, and they learn from explaining and helping others in their group.

Planning Time

Teachers normally have planning time, also called their “Planning Bell” in their day to plan lessons. The allotted time varies depending on how many classes the teacher is teaching and what other duties (such as lunchroom duty) he/she is assigned which may cut into planning time.

Lesson Plans

A document produced by teachers depicting what their lesson for a particular day will be. It includes activities, assignments, goals and materials needed for the class.

Teaching Methods/Teaching Strategies

These are teaching techniques utilized by teachers in contrast to the traditional lecture method. An example would be cooperative learning (small-group learning).

Overview and Summary

In Chapter I, the reader was introduced to the new alternative scheduling program called block scheduling and some perceived problems teachers may be having preparing for extended class periods. The problem of the study, its limitations, assumptions and definitions of terms were also presented.

Chapter II reviews the trend of block scheduling in education and how teachers from three Virginia Beach high schools feel about the program. Chapter III examines the methods to be used to undertake this study, while Chapter IV reports research findings. Finally, Chapter V summarizes the research and details recommendations regarding further studies.

Chapter II

Review of Literature

There is no doubt that schools play an important role in the young lives of America. "Schools exist, to a great extent, to impart knowledge and provide experiences deemed important for the perpetuation of society" (Duke and Canady, 1991, p. 9). Schools, therefore, must do everything possible to make today's students tomorrow's strong working force. But because schools had been failing to turn out a high number of qualified workforce personnel, changes within the school have been brought about. One of these changes is block scheduling which was implemented into three Virginia Beach high schools in 1994.

The primary goal of this study was to compare teachers' lesson preparation time and utilization of alternative teaching methods during the block scheduling verses the traditional seven-bell schedule at Kempsville, Ocean Lakes and Princess Anne High Schools in Virginia Beach. To accomplish this, various related information and data were gathered to determine what has been written about the subject and what needs further investigation. The topics of this chapter are: 1) Development of Block Scheduling, 2) Implementing Block Scheduling in Virginia Beach, 3) Teachers' Planning Time, 4) Teaching Strategies and 5) Summary.

The first sub-heading deals with the development of different types of block scheduling and why they were initiated. The second sub-heading describes how block scheduling was implemented into three Virginia Beach high schools.

The third sub-heading talks about teachers' planning time, and how it changed when block scheduling was implemented. The fourth sub-heading explores different types of teaching strategies that can be utilized during block scheduling. The final heading summarizes the chapter and discusses what will be covered in Chapter III.

Development of Block Scheduling

Block scheduling was developed as an answer to the failing educational system critics claimed ran rampant across the United States. One criticism was the ineffectiveness of a fragmented school day that a traditional seven-bell day entailed. "In response to the criticism that traditional schools are no longer effective, many educators have concluded that one reason for this perceived ineffectiveness is a fragmented school day with too many classes and no connections from one class to another." Advocates of block scheduling believed that this plan would improve learning by doing away with the fragmented school day (Wisconsin Association of Foreign Language Teachers, 1995, p. 7).

Although different forms of block scheduling aimed at improving schools were experimented with, the idea with each was the same: Enhance student learning and improve school atmosphere. Schools that have switched to a form of block scheduling have reported that short-term results were positive. Schools using block scheduling reported a better overall grade-point-average (GPA), fewer failures and fewer dropouts. Since block scheduling is a fairly new tool used less than five years, these results may not be entirely accurate. Most schools have employed the block schedule less than five years and are still

compiling data (Wisconsin Association of Foreign Language Teachers, 1995, p. 9).

School atmosphere improved when utilizing a block schedule, schools reported. Since students changed classes fewer times with the new schedule, they spent less time in hallways where students tended to congregate. In addition, schools utilizing a block schedule found that students had more opportunity for in-depth study as well as the chance to develop closer relationships with the teacher (Canady and Rettig, 1995, p. 5). These were just some of the reasons block scheduling appealed to schools across the country, including some in Virginia Beach.

Implementing Block Scheduling in Virginia Beach

According to the January 1997 document, "Report on Block Scheduling, Kempsville, Ocean Lakes, and Princess Anne High School," the "Alternate Day Plan" was implemented in these schools in the fall of the 1994-1995 school year (incidentally, block scheduling will be evaluated annually with ongoing refinement, according to the report). The venture was undertaken in an attempt to attain the following objectives:

1. Student academic achievement will increase.
2. Student attendance will increase.
3. Students will have a greater opportunity to take elective courses.
4. Students will have fewer conflicts within the school community.
5. A teacher's daily schedule, focus, and responsibilities will be less fragmented, leading to improved instruction.
6. Classes will be longer, which will allow for more individualized instruction.
7. Teachers will utilize a number of teaching methods to maximize the advantages of the 90-minute block.
8. Teachers will be more effective in the evaluation of students' needs, progress, and achievement.

Once block scheduling had been implemented, each of the three schools was tasked with developing its own survey evaluating block scheduling, and the Department of Accountability compiled the information and published its report. It chose to print from each school several survey items on various aspects of block scheduling. Since Ocean Lakes High School had just opened in the 1994-1995 school year, teachers there were not surveyed about items that called to compare any aspect of block scheduling with the traditional seven-bell day.

Since this research report was designed to focus on teachers' opinions regarding adequate planning time and utilization of teaching strategies, objectives number five (improved instruction) and seven (teaching methods) have been explored. Listed below are results from the same survey that studied these topics.

Four survey items related to objective five ("A teacher's daily schedule, focus, and responsibilities will be less fragmented, leading to improved instruction"). They are as follows (results for "agree" and "strongly agree" have been combined as well as "disagree" and "strongly disagree," the remaining "no opinion" were not noted here):

I. Survey Item: "I am spending more time on lesson planning than last year." (KHS)

Result: 77 percent agreed, while 19 percent disagreed.

II. Survey Item: "This year I am spending (more or less) time on lesson planning." (PAHS)

Result: 37 percent said they spent more time on lesson planning, while 12.3 percent indicated that they spend less time. The majority, 50.7 percent, said they spend about the same time.

III. Survey Item: “Compared to my class load, my amount of in-school planning time is (more or less) than under the seven-period day.” (PAHS)

Result: 51 percent said they spend more time planning, 15.3 percent said they spend less and 33.35 percent said they spend about equal time.

IV. Survey Item: “Preparing for classes on an alternate day schedule is (more or less) time consuming than preparing for classes on a daily basis.” (PAHS)

Result: 11 percent said it is more time consuming, 54.2 percent said it is less and 34.7 percent said it is about the same.

Objective seven stated that, “Teachers will utilize a number of teaching methods to maximize the advantages of the 90-minute block.” The following three survey items related to this objective:

V. Survey Item: “I am varying the teaching-learning strategies in my classroom.” (KHS)

Result: 90 percent surveyed agreed, while 4 percent disagreed.

VI. Survey Item: “I am better able to vary the strategies I use during a class period to better keep the students involved in the class activities.” (OLHS)

Result: 84 percent agreed, while only 2 percent disagreed.

VII. Survey Item: “In terms of experimenting with new instructional strategies, I believe this year I am doing (more or less) experimenting.” (PAHS)

Result: 45.2 percent said that they are doing more experimenting, 13.7 said less and 41.1 said about the same.

The first survey item led the reader to believe that the teachers had more time for planning lessons. But Kempsville High School's Block Scheduling Survey Committee, composed of members of the student body, parents, faculty and staff, published the results of their own survey in 1995, "Kempsville High School Block Scheduling Survey Results." One survey item posed to teachers was, "I am spending more time correcting and grading students' work than last year." The report stated that 77 percent of the teachers agreed and 19 percent disagreed. This implies that while the majority of Kempsville High School teachers indicated that they used more time on lesson planning, they also spent more time grading papers. One disadvantage with block scheduling is the increase of paperwork. "Students do more activities, more writing, and want their teachers to see it all. Even if the teacher doesn't grade everything, he or she has to shuffle through all the papers" (Reid, 1995, p.11).

It is interesting that while 77 percent of Kempsville High School teachers said that they spent more time on lesson planning than they did with the previous schedule (Survey Item I,) only 37 percent of Princess Anne High School teachers agreed. The majority of PAHS teachers said that they used about the same time planning than the previous year. Nonetheless, with more time allotted for planning, are teachers able to produce higher quality lessons?

Although Survey Item V indicated that 90 percent of Kempsville High School teachers varied the teaching-learning strategies in their classrooms, the

item did not say, “compared to when teaching the seven-bell day.” Perhaps that is why Survey Item VII which asked Princess Anne High School teachers to compare, revealed that only 45 percent of the teachers said that they were indeed varying their teaching-learning strategies. Some 41 percent suggested that they were experimenting about the same amount as the previous year. Were 90 percent of Kempsville High School teachers also experimenting with teaching-learning strategies during the old schedule too? Are these strategies successful? The report itself stated, “Teaching Methods - The use of self-report data could not be used to substantiate the achievement of this objective on using varied methods to maximum advantage” (Dept. of Accountability, 1997, p. 24). And finally, are teachers happy with block scheduling or would they rather return to the old schedule?

Teachers’ Planning Time

For both the traditional and block schedules, a daily scheduled time period is set aside for teachers to plan lessons, grade papers, complete administrative tasks and contact parents as needed. It requires a good deal of time to prepare lessons to maximize learning for block classes. One of the reasons some U.S. schools wanted to change to a block schedule was so more planning time would be provided for teachers. It would provide more focused, less fragmented planning time (Reid, 1995, p. 7). Although planning time may be set aside every day for a teacher, he or she may be assigned additional duties during that time frame. These include lunchroom, hall and office duties.

Teaching Strategies

With the block schedule, researchers have said that it is impossible to teach the old fashioned way—lecture for most of the class. Although it may have worked with the traditional schedule, students would be fast asleep and teachers hoarse if lecture dominated a block schedule class. Each session lasts around 90 minutes with the block schedule, and teachers must engage students in activities that keep their interest. In most cases they have had to make major adjustments in their teaching.

A survey of 26 schools in Ontario revealed that only some of the teachers adjusted their teaching under the block schedule. Teachers who involved students in activities and made major curricular and methodological changes were far more successful than those who continued to lecture most of the class period. “Those that have made adjustments appear to be far more successful in making the learning experience more rewarding for students” (Kramer, 1997, p. 30).

Many innovative teaching strategies are used in schools today, far too many to list here. Some examples are cooperative learning (students working with each other), anticipation reading exercises and high-level thinking games. Virginia Beach schools on the block schedule were given some information on teaching strategies and cooperative learning, according to a Kempsville High School Spring 1994 Block Scheduling Teacher Survey. But the Virginia Beach January 1997 Report on Block Scheduling noted that training and evaluation of

teachers' instructional strategies was recommended, based on the review of block scheduling.

Summary

This chapter highlighted various aspects of block scheduling and its use in three Virginia Beach high schools. The review of literature set a foundation and framework for understanding the program. It also discussed how teachers view planning time and utilization of teaching strategies. The following chapter will cover the methods and procedures used to gather data for this research project.

Chapter III

Methods and Procedures

This chapter will define the population which was chosen for this descriptive study, and the instrument design that was used to survey that population. Data collection methods and analysis for this study are also detailed.

Population

The population of this study was limited to Kempsville and Princess Anne High Schools in Virginia Beach, Virginia. Ocean Lakes High School was not included in the survey since the newer school opened in 1994 using the block schedule. Teachers there could not compare the traditional seven-bell schedule to block scheduling in use at that school. A total of 140 teachers, 70 from both Kempsville and Princess Anne High Schools were surveyed.

Instrument Design

The instrument was designed to answer the research goals stated in Chapter I. The Likert Scale was chosen as a measuring tool so that teachers' responses could vary from one extreme to the other ("strongly disagree" to "strongly agree"). Teachers were asked to respond to eight questions pertaining to block scheduling. For the first four questions, they were queried about adequate planning time, quality lesson plans and teaching strategies utilized during block scheduling. Teachers could expound on their responses in the last four open-ended questions. These questions sought to conclude what types of teaching strategies they were using, and whether they were satisfied with block

scheduling. By combining responses from the open-ended questions with those of the scale, a meaningful and relevant analysis could be made of the data.

Data Collection

The purpose of this study was to compare teachers' lesson preparation time and utilization of alternative teaching methods during block scheduling in Virginia Beach high schools. Teachers chosen to respond to the survey had worked at their schools for at least five years, so that they could compare block scheduling with the traditional seven-bell schedule in use at their particular schools.

On May 12, 1997, surveys were given alphabetically to the first 70 teachers at each school. The cover letter attached to the survey explained the purpose of the study, and asked recipients to respond within two weeks. A copy of the cover letter and the survey are included in Appendix A and Appendix B, respectively. To those who did not respond after three weeks, a follow-up letter and another survey was sent. The follow-up letter, dated June 2, 1997, is included in Appendix C. Responses were separated into two groups; one for each of the schools surveyed.

Statistical Analysis

Once the data from the surveys was received, statistical analysis was completed. Since the responses were rated from numbers one to five (one being "strongly disagree" and five being "strongly agree"), the numbers were calculated and a percentage of teachers answering each way was determined. Calculations

included a mean for each question. Comments that were repeated by many of the teachers in the open-ended portion of the survey were included in the findings.

Summary

The instrument design and its implementation were described in this chapter. It assisted in compiling information about teachers' views of block scheduling at two Virginia Beach high schools. With this data and other useful information accumulated by the Virginia Beach School Board Department of Accountability, a determination could be made as to whether or not other area schools should shift to block scheduling.

Chapter IV

Findings

The purpose of this study was to compare teachers' lesson preparation time and utilization of alternative teaching methods during block scheduling as compared to the traditional seven-bell schedule at Kempsville and Princess Anne High Schools in Virginia Beach. Because Ocean Lakes High School opened in 1994 using block scheduling, teachers there were not surveyed. They could not compare using block scheduling and the traditional schedule at the same school. This chapter contains the results of a survey sent to teachers at Kempsville and Princess Anne High Schools.

Report of Findings

A cover letter (Appendix A) and a survey (Appendix B) were sent randomly to teachers at Kempsville and Princess Anne High Schools on May 12, 1997. A follow-up cover letter (Appendix C) and survey were sent to teachers who had not yet responded by June 2, 1997. Appendix D contains the schools' teacher populations.

The objectives of the survey were developed to determine if:

1. teachers using the block schedule have more time for planning lessons.
2. teachers using the block schedule utilize alternative teaching strategies to fill the additional class time.
3. teachers using the block schedule tend to produce higher quality lessons.

4. teachers using the block schedule would rather continue utilizing the program than return to the traditional seven-bell day.

A total of 140 teachers, 70 at both Kempsville and Princess Anne High Schools were given surveys. From 70 surveys sent to Kempsville teachers, 42 were completed (60%), and from 70 surveys given to Princess Anne teachers, 39 were also returned (56%); therefore, a total of 81 surveys were returned, 58 percent. The data was calculated by computing responses for each question using the Likert Scale and dividing the total in each category of agreement/disagreement by the number of responses for that question. With the Likert Scale, numbers 1 through 5 correspond respectfully with the following responses, which were used to determine the mean of each question:

1. strongly disagree
2. disagree
3. uncertain
4. agree
5. strongly agree

The following four figures depict responses to the questions on the survey questionnaire. The horizontal axis lists the five responses teachers could select from, and the vertical axis is comprised of numbers representing the percentage of responses.

Survey Question #1

I have adequate planning time to plan lessons
and grade papers with block scheduling?

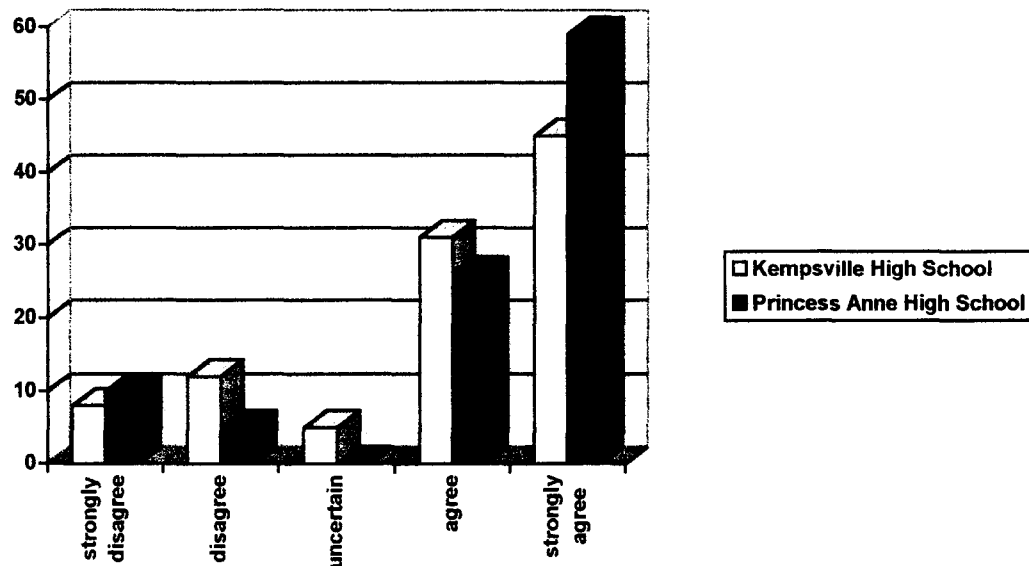


Figure 1

This question asked the teachers whether their planning time which they were allotted at different times during the day was adequate to plan longer lessons that are associated with block scheduling. Teachers would have also performed administrative tasks during this period. This block of time was one solid block of time or several shorter periods of time.

The majority of Kempsville High School teachers, 45 percent, strongly agreed with this issue, as did 59 percent of Princess Anne High School teachers; 31 percent of Kempsville teachers indicated that they agreed, and 26 percent of Princess Anne teachers also agreed. Strongly disagreeing were 7 percent of Kempsville teachers, and 10 percent of Princess Anne teachers, while 12 percent of Kempsville teachers disagreed, and 5 percent of Princess Anne teachers responded the same. Some 5 percent of Kempsville teachers were “uncertain” (no Princess Anne teachers responded this way.) The total number of responses to the survey question was 81, or 100 percent.

This data collected from both schools showed that most teachers responded that they agreed with this survey question concerning planning time. A much smaller group disagreed. The following is the total number of individual responses for this survey question:

1. “I have adequate planning time to plan lessons and grade papers with block scheduling?”

A. Strongly Disagree: 7 total; 3 Kempsville High School, 4 Princess Anne High School.

B. Disagree: 7 total; 5 Kempsville High School, 2 Princess Anne High School.

C. Uncertain: 2 total; 2 Kempsville High School, 0 Princess Anne High School.

D. Agree: 23 total; 13 Kempsville High School, 10 Princess Anne High School.

E. Strongly Agree: 42 total; 19 Kempsville High School, 23 Princess Anne High School.

2. The total number of responses to this question was 81; 42 Kempsville High School teachers (mean - 3.95) and 39 Princess Anne High School teachers (mean - 4.17.) Both means fell into the "agree" category.

Survey Question #2

**With more time I am allotted for planning,
I am able to produce higher quality lessons
than with the traditional seven-bell schedule?**

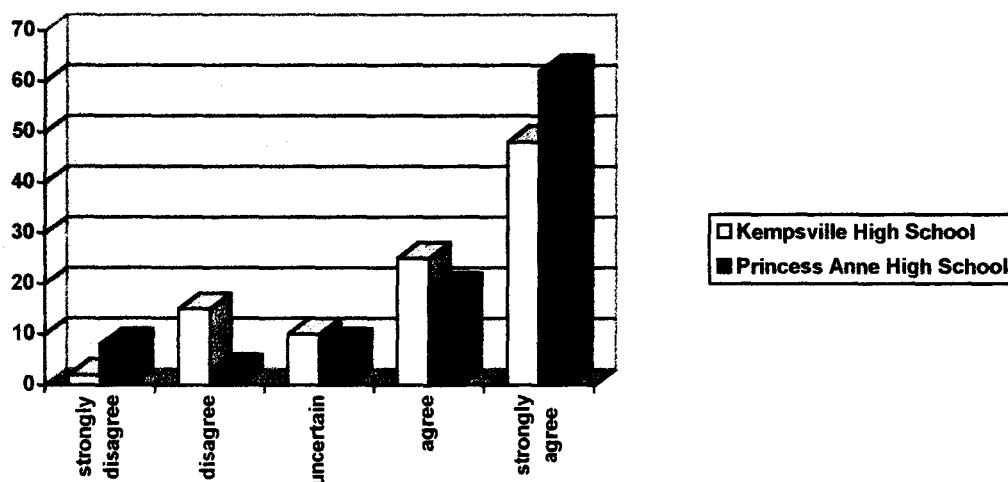


Figure 2

Since teachers had to fill a larger block of time with students in block scheduled classes, lesson plans were of great importance. Lesson plans detailed

what was covered during class time, what materials were required, homework assignments, etc.

The greatest reply from both schools' teachers was that they strongly agreed with this statement, 48 percent of Kempsville High School teachers and 62 percent of Princess Anne High School teachers. Some 25 percent of Kempsville and 19 percent of Princess Anne teachers surveyed replied that they agreed with the statement. Two percent of Kempsville teachers indicated that they "strongly disagree," while 3 percent of Princess Anne teachers felt the same. Disagreeing were 15 percent of Kempsville teachers and two percent of the Princess Anne teachers. "Uncertain" responses came from 10 percent of the Kempsville teachers and 8 percent of the Princess Anne teachers.

The highest number of responses from both schools were in the "strongly agree" and "agree" categories, respectively. A larger percentage of Princess Anne High School teachers strongly agreed, compared to Kempsville High School teachers. A higher percentage of Kempsville compared to Princess Anne teachers replied that they "agree." The same trend was shown at the other end of the scale. More Princess Anne teachers strongly disagreed with the statement, while more Kempsville teachers simply disagreed. Ten percent of responses from Kempsville teachers were "uncertain," as were 8 percent of Princess Anne replies. The total number of responses to this survey question was 77, or 95 percent. The following is a total number of individual responses for this survey question:

1. "With more time I am allotted for planning, I am able to produce higher quality lessons than with the traditional seven-bell schedule?"

A. Strongly Disagree: 4 total; 1 Kempsville High School, 3 Princess Anne High School.

B. Disagree: 7 total; 6 Kempsville High School, 1 Princess Anne High School.

C. Uncertain: 7 total; 4 Kempsville High School, 3 Princess Anne High School.

D. Agree: 17 total; 10 Kempsville High School, 7 Princess Anne High School.

E. Strongly Agree: 42 total; 19 Kempsville High School, 23 Princess Anne High School.

2. The total number of responses to this question was 77; 40 Kempsville High School teachers (mean - 4), and 37 Princess Anne High School teachers (mean - 4.13). Both means fell into the "agree" category.

Survey Question #3

**Because of the additional class time I must fill,
I am now effectively using teaching strategies and methods
that I have never used before?**

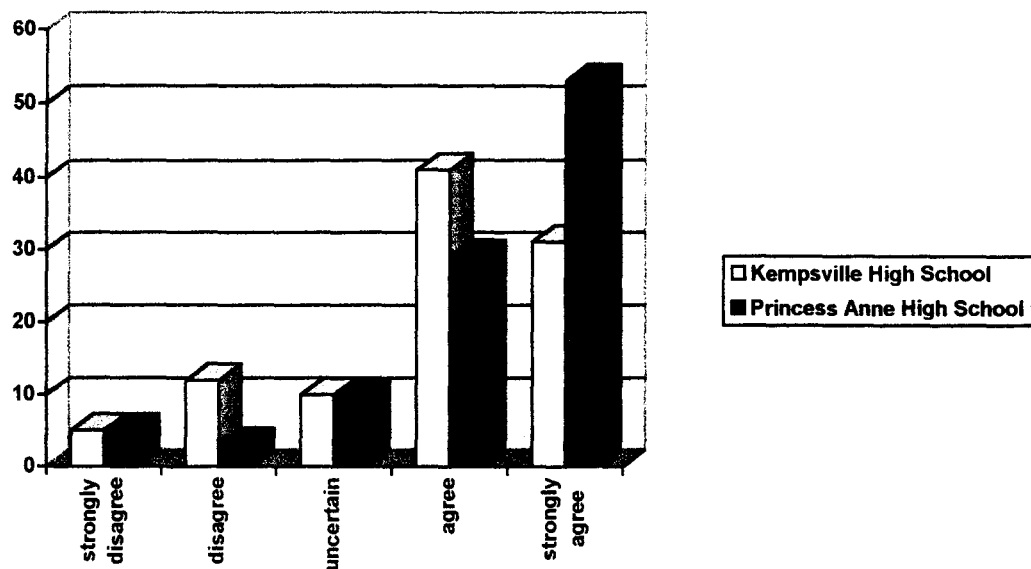


Figure 3

New and innovative ideas for getting the material across to the students may have gone by the wayside during traditional scheduling because of time constraints. With more time to actually spend on subjects each class session, were teachers employing different classroom activities and ways of presenting material?

The majority of teachers from both schools either strongly agreed or agreed. Indicating that they “strongly agree,” were 31 percent of Kempsville High School, and 53 percent of Princess Anne High School teachers surveyed. Forty-one percent of Kempsville and 29 percent of Princess Anne teachers agreed. Strongly disagreeing were 5 percent from each school, while 12 and 3 percent

disagreed at Kempsville and Princess Anne, respectively. The highest number of “uncertain” replies was reported for this survey question, with 10 percent from each school. The total number of responses for this question was 79, or 96 percent.

The following is a total number of individual responses for this survey question:

1. “Because of the additional class time I must fill, I am now effectively using teaching strategies and methods that I have never used before?”

A. Strongly Disagree: 4 total; 2 Kempsville High School, 2 Princess Anne High School.

B. Disagree: 6 total; 5 Kempsville High School, 1 Princess Anne High School.

C. Uncertain: 8 total; 4 Kempsville High School, 4 Princess Anne High School.

D. Agree: 28 total; 17 Kempsville High School, 11 Princess Anne High School.

E. Strongly Agree: 33 total; 13 Kempsville High School, 20 Princess Anne High School.

2. The total number of responses to this question was 79; 41 Kempsville High School teachers (mean - 3.82), and 38 Princess Anne High School teachers (mean - 4.21). Both means fell into the “agree” category.

Survey Question #4

I feel that the block schedule is working well

and would rather continue using it
than return to the traditional seven-bell day?

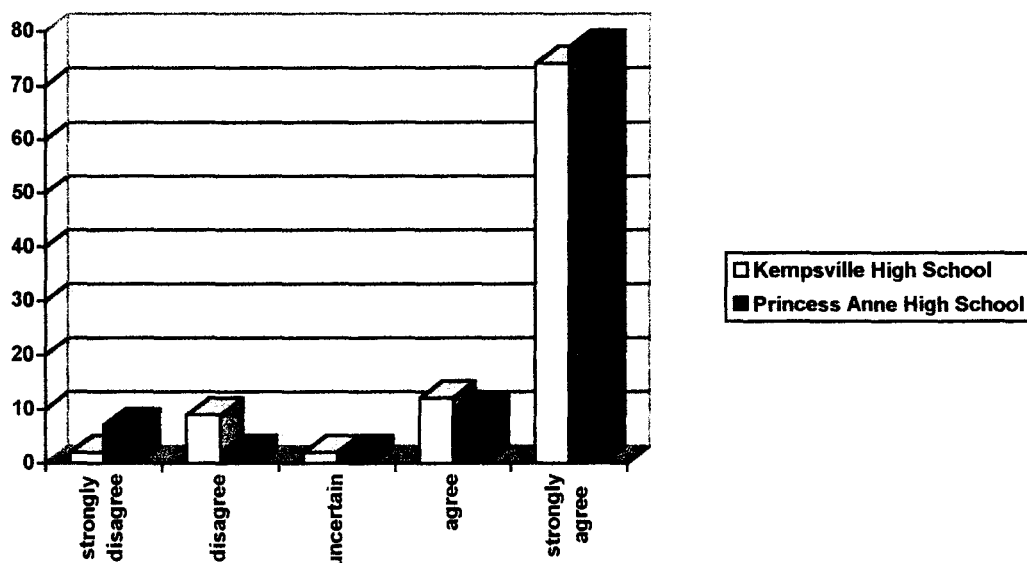


Figure 4

Since teachers surveyed had taught in their respective schools utilizing both traditional and block scheduling, it was important to see how they compared the two. This data showed the most extreme distribution. Strongly agreeing were more than twice as many teachers at each school, compared to all other combined replies to this question, as reflected in Figure 4.

Seventy-four percent of the teachers surveyed at Kempsville High School responded that they “strongly agree” with this question, and 77 percent of Princess Anne teachers also strongly agreed. Agreeing were 12 percent and 10 percent, respectively. Strongly disagreeing were 2 percent at Kempsville and 7

percent at Princess Anne, and disagreeing were 9 percent and 2 percent, respectively. Two percent of teachers surveyed at each school replied that they were “uncertain.” The total number of responses to the survey question was 81, or 100 percent. The following is a total number of individual responses for this survey question:

1. “I feel that the block schedule is working well and would rather continue using it than return to the traditional seven-bell day?”

A. Strongly Disagree: 4 total; 1 Kempsville High School, 3

Princess Anne High School.

B. Disagree: 5 total; 4 Kempsville High School, 1 Princess Anne

High School.

C. Uncertain: 2 total; 1 Kempsville High School, 1 Princess Anne

High School.

D. Agree: 9 total; 5 Kempsville High School, 4 Princess Anne High

School.

E. Strongly Agree: 61 total; 31 Kempsville High School, 30

Princess Anne High School.

2. The total number of responses for this question was 81; 42 Kempsville High School teachers (mean - 4.45), and 39 Princess Anne High School teachers (mean - 4.46). Both means fell into the “agree” category.

The four open-ended survey questions were answered in a variety of ways, but responses that appeared the most were noted in this research report.

The following responses to the open-ended questions begin with the survey question, then the most common answers:

1. "What kind of teaching strategies and methods are you utilizing with block scheduling that you did not use with the previous schedule?" and, "Why have you not used these strategies with the previous schedule?" The vast majority of teachers at both schools were using teaching strategies and methods during block scheduling that they were not able to utilize during the traditional schedule due to time constraints. They noted this again and again. With more in-class time each session, most teachers said that they had more time to teach a subject, and students had more time for research, discussions and guided practice. Some of the teaching strategies mentioned several times were group activities, cooperative learning, peer tutoring and multiple learning experiments. One Kempsville teacher responded similarly to a dozen other teachers when she wrote, "I have always used variety, and thanks to training for block scheduling have more 'tricks in the bag.'"

A small amount of responses revealed that the teachers used no new or different teaching methods and strategies with block scheduling, like this Princess Anne High School teacher, "None really. I just have more time to do a better job."

2. "In what ways do you feel block scheduling is working well?" Positive answers ranged. Many teachers noted the uninterrupted, longer class time. Some said that students had more time for lab experiments, exercises and individual help. "Increased time allows full development of a mathematical concept. Teacher and students are less encumbered with materials (and

deadlines) on a given day,” one Kempsville High School teacher wrote. “It works particularly well for the highly motivated students and those who are bright,” another teacher noted. Several teachers claimed that block scheduling prepares students for college, with longer classes that do not meet everyday. A special education teacher wrote that, “Block scheduling gives us more time to work individually with students.”

Very few teachers had negative things to say about block scheduling. Most of the comments noted that teachers felt there was no significant difference or change with block scheduling (while this was not a negative response, it was neither a positive one.) One teacher exclaimed, “I have not heard any one say their students are more successful,” and another, “It works very well for the highly motivated student. I am not sure that it works well on the Algebra I level.”

3. “Why would or wouldn’t you want to continue using the block schedule?” Almost all the teachers would like to continue block scheduling. A Princess Anne High School teacher scribed that it was block scheduling or nothing, “Should block scheduling be discontinued, I would seek alternate employment. It’s as simple as that.” Another said that the students love block scheduling, and it is the best approach to teaching available today. Most comments reflected these sentiments.

Only a handful replied that they did not want to continue block scheduling, and almost every negative response is noted here. A Princess Anne High School teacher said that the learning-disabled students were not organized and lost track of days. A Kempsville teacher wrote, “Lower-level students sometimes need daily

reinforcement for retention,” and another, “The only drawback for me is that the students do not get the daily practice needed, because they will not do it on their own.” Also noted was the fact that 9th graders had a hard time adjusting to block scheduling.

Summary

The purpose of this study was to compare teachers’ lesson preparation time and utilization of alternative teaching methods during block scheduling compared to the traditional seven-bell schedule at Kempsville and Princess Anne High Schools in Virginia Beach. These schools were using the block schedule on a trial basis. Surveys were sent to teachers at the schools to get their views about the untraditional schedule. Findings from the surveys are reported in this chapter. The summary, conclusions and recommendations of this research study can be found in Chapter V.

Chapter V

Summary, Conclusions and Recommendations

Summary

School reform has led to the application of various scheduling changes, including those instituted locally in Virginia Beach. Kempsville, Princess Anne and Ocean Lakes High Schools implemented block scheduling in 1994. Block scheduling, a different way of breaking up the traditional six- or seven-bell day, has been controversial across the United States. While some educators agree it is working, others maintain that it is not the answer to the many problems that haunt the halls of schools today. This research set out to determine how teachers at Virginia Beach high schools utilizing block scheduling felt about this scheduling technique.

The problem for this research was to compare teachers' lesson preparation time and utilization of alternative teaching methods during block scheduling in Virginia Beach high schools. This study was developed to determine if teachers working with the block schedule had 1) more time for planning lessons, 2) were able to utilize alternative teaching strategies to fill additional class time, 3) produced higher quality lessons, and 4) would choose to continue utilizing block scheduling rather than return to the traditional schedule. The study was limited to Virginia Beach teachers who were currently employed at Kempsville and Princess Anne High Schools, and had taught at their schools before 1994, when the traditional schedule was in place.

Schools are supposed to play an important role in the young lives of America. Yet, according to some educators, schools during the 1980s had been failing to turn out a high number of qualified work force personnel. Changes were implemented in schools across America in an attempt to improve the quality of education. One change that came about was block scheduling. Although different forms of block scheduling were experimented with, the idea with each was the same: Enhance student learning and improve school atmosphere.

Block scheduling proponents waged that students spent less time transiting between classes and more time in the classroom. Block scheduling offered teachers more opportunity to try new and different teaching methods that could not be utilized during shorter class periods. But opponents felt that block scheduling brought with it more paperwork. With more activities, experiments and writing assignments to fill the extended time period, teachers had more papers and projects to review.

A survey was delivered to teachers at two Virginia Beach schools to get their point-of-view. A total of 81 of 140 teachers surveyed returned their questionnaires; 42 from Kempsville (60 percent) and 39 from Princess Anne High School (56 percent).

The survey, or "instrument," was designed to answer four research goals. The Likert Scale was chosen as a measuring tool for the first four questions, and teachers selected from "strongly disagree," "disagree," "uncertain," "agree," and "strongly agree."

Conclusions

Based on the findings of this study, conclusions for the four research goals have been drawn.

Goal 1: Teachers utilizing the block schedule have more time for planning lessons.

Seventy-six percent of Kempsville teachers, 32 in all, either **agreed** or **strongly agreed** that they had adequate planning time to plan lessons. Seventy-six percent, 33 teachers, at Princess Anne High School responded the same way. Clearly, most felt that block scheduling gave teachers at both schools more time to plan lessons, and tend to other paperwork.

Nineteen percent (8 responses) of Kempsville teachers **strongly disagreed** or **disagreed** with the statement, while 15 percent of Princess Anne teachers (6 responses) mirrored these replies. The overall mean was 4.06, which fell into the “agree” category.

Goal 2: Teachers using the block schedule utilize alternative teaching strategies to fill the additional class time.

Fifty-three percent of the teachers at Princess Anne High School (20 responses) **strongly agreed** with this statement, as compared to 31 percent (13 responses) of the teachers at Kempsville High School. More Kempsville than Princess Anne teachers **agreed** that they utilize alternative teaching strategies, compared to those they applied during traditional schedule. In all, 17 Kempsville

teachers (41 percent) indicated that they **agreed**, while 11 Princess Anne teachers (29 percent) responded the same.

Seven Kempsville teachers (17 percent) **strongly disagreed** or **disagreed** to this question, as did three Princess Anne teachers (8 percent). The overall mean of this question was 4.01, placing it into the “agree” category.

Goal 3: Teachers using the block schedule tend to produce higher quality lessons.

Combined, a total of 59 teachers from both schools **agreed** or **strongly agreed** that they produced higher quality lessons during block scheduling. While 62 percent (23 responses) of Princess Anne teachers **strongly agreed**, 48 percent (19 responses) of Kempsville teachers concluded the same. **Agreeing** were 6 Kempsville teachers (15 percent) and 1 Princess Anne teacher (3 percent).

Conveying that they **strongly disagree** or **disagree** with the statement were 17 percent (7 responses) of Kempsville teachers and 11 percent (4 responses) of Princess Anne teachers. The overall mean was 4.06, which fell into the “agree” category.

Goal 4: Teachers using the block schedule would rather continue utilizing the program than return to the traditional seven-bell day.

Seventy-four percent of Kempsville teachers (31 responses) and 77 percent of Princess Anne teachers (30 responses) **strongly agreed**. Five

Kempsville and 4 Princess Anne teachers indicated that they **agreed**, 12 percent and 10 percent respectively.

Eleven percent of Kempsville teachers (5 responses) and 9 percent of Princess Anne teachers (4 responses) **disagreed** or **strongly disagreed**. The overall mean to this question was 4.45, the highest mean of the four survey questions.

Recommendations

Data reported strongly endorsed the continuation of block scheduling at Kempsville and Princess Anne High Schools. In each case responses indicated that the highest percentage of teachers surveyed agreed with the research goals. The overall mean fell into the “agree” category each and every time. But while the figures may indicate most teachers think very highly of the program, it is not without problems. Based on all combined data, the recommendations of this study are as follows:

1. Schools utilizing block scheduling must ensure that duties are distributed by taking into account teachers’ schedules. If one teacher has less classes during a semester, it would be fitting that he or she was given additional duties rather than a teacher with a full schedule. Perhaps, when possible, duties like lunchroom and hall aide should be distributed to teachers who may be teaching four classes instead of five, for example.

2. Virginia Beach City Public Schools must continue to monitor its effectiveness, and block scheduling should be revised as needed. Published

reports concerning block scheduling at Virginia Beach schools should continue to be published and made available to teachers as well as management.

3. A forum comprised of teachers from all Virginia Beach high schools utilizing block scheduling should be developed where difficulties could be addressed. Successes could also be shared among staff from each school.

4. Teachers should feel empowered to make suggestions for improvement, since they are the ones who know what is and is not working with block scheduling. Their suggestions should be considered, since they witness first-hand students learning in a block-scheduling environment. Decisions concerning block scheduling should be based on feedback received from teachers in addition to management and school board officials.

5. A program (seminar, video tape or book) should be developed describing suggestions for teaching strategies and effective teaching tools that have worked for teachers (locally and nationwide) utilizing block scheduling. It should include strategies for all classes; i.e., math, science, gym and foreign languages. This program can be used as an effective teaching tool or review for teachers (and student teachers) and shared with new teachers who have not taught utilizing block scheduling.

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Appendices

Appendix A - Cover Letter

Appendix B - Survey Questionnaire

Appendix C - Follow-up Cover Letter

Appendix D - School Profiles

Appendix A

Cover Letter

May 12, 1997

Christin G. Browning
1825 Croyden Road
Norfolk, VA 23503
Phone: 588-4665

Dear Sir or Maam,

I am writing to ask for your assistance in determining the successfulness of block scheduling. Information from this survey will be accumulated to conclude teachers' opinions about the block schedule.

Please find the attached survey to be completed by you at your convenience within the next few days. You may return the completed survey in the stamped-addressed envelope enclosed.

This survey is also part of my graduate degree thesis that I am pursuing at Old Dominion University (my concentration is education with a certification to teach high school English.) Thank you for your cooperation in advance.

Sincerely,

A handwritten signature in black ink, appearing to read 'Christin G. Browning', with a stylized flourish at the end.

Christin G. Browning
Enclosure

Appendix B

Survey Questionnaire

Block Scheduling Survey

Purpose: To determine teachers' views on the effectiveness of block scheduling.

Directions: Read each of the following statements and respond by circling the appropriate number for strongly disagree (1), disagree (2), uncertain (3), agree (4) or strongly agree (5). Then respond to questions 5 through 8 (you may continue on back.)

strongly disagree/ disagree/ uncertain/ agree/ strongly agree

1 2 3 4 5

(1) I have adequate planning time to plan lessons and grade papers with block scheduling.

1 2 3 4 5

(2) With more time I am allotted for planning, I am able to produce higher quality lessons than with the traditional seven-bell schedule.

1 2 3 4 5

(3) Because of the additional class time I must fill, I am now effectively using teaching strategies and methods that I have never used before.

1 2 3 4 5

(4) I feel that the block schedule is working well and would rather continue using it than return to the traditional seven-bell day.

(5) What kind of teaching strategies and methods are you utilizing with block scheduling that you did not use with the previous schedule?

(6) Why have you not used these strategies with the previous schedule?

(7) In what ways do you feel block scheduling is working well?

(8) Why would or wouldn't you want to continue using the block schedule?

Appendix C

Follow-up Cover Letter

June 2, 1997

Christin G. Browning
1825 Croyden Road
Norfolk, VA 23503
Phone: 588-4665

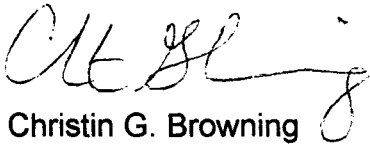
Dear Sir or Maam,

I am writing again to ask for your assistance in determining the successfulness of block scheduling. Information from this survey will be accumulated to conclude teachers' opinions about the block schedule.

Please find the attached survey to be completed by you at your convenience within the next few days. You may return the completed survey in the stamped-addressed envelope enclosed.

This survey is also part of my graduate degree thesis that I am pursuing at Old Dominion University (my concentration is education with a certification to teach high school English.) Thank you for your cooperation in advance.

Sincerely,

A handwritten signature in cursive script, appearing to read 'C. G. Browning', written in dark ink.

Christin G. Browning
Enclosure

Appendix D

School Profiles

Kempsville High School

Principal	Louis O. Tonelson	Phone	474-8400
Address	5194 Chief Trail 23464	FAX	474-8404
Assistant Principals	Robert E. Griffin Richard M. Ponti Elizabeth H. Porter Gurney R. Smith	Borough	Kempsville
		Grade Organization	9-12
		PTA President	Rene Childers
		SCA President	Katherine McDonough

Description

We at Kempsville High School are committed to providing an inviting place of learning where trust and mutual respect prevail. We are dedicated to helping one another achieve maximum potential by providing a high-quality instructional program, fostering creativity, developing cultural awareness, and encouraging self-directed learning. We recognize the importance of motivating and involving everyone in the total school program. We strive to instill in students a desire for lifelong learning and to prepare them for their roles in a global society. We seek the support of the parents and the community to fulfill this mission.

School Characteristics 1996-97

Year Occupied	1966	Site Size	30.0 Acres	School Size	228,465 Sq Feet	Design Capacity	1,725	Program Capacity	2,162	Portable Classrooms	1
Last Renovation	1995										
Average Class Size	23.6 Language Arts 24.7 Mathematics 27.5 Social Studies 25.1 Science			SACS Accreditation	Initial Accreditation 1965-66 Date of Last Self Study 1982-83 Date of Last Interim Review 1977-78						
				SACS Next Scheduled Activity	Implement Year 5 of School Renewal. Prepare to host a review committee in spring.						

Staff Characteristics 1996-97

Position	Gender			Ethnicity		
	Males	Females	Total	Caucasian	African American	Other
Administrators	4	1	5	4	1	0
Teachers	44	95	139	122	15	2
Classified	13	30	43	26	16	1

Teachers	With Graduate Degrees	55 4%
	New to School System	2 1%
	Avg Yrs Teaching Experience	17 7

Princess Anne High School

Principal	Patricia W. Griffin	Phone	473-5000
Address	4400 Virginia Beach Blvd. 23462	FAX	473-5121
Assistant Principals	John J. Curtin Tom Gustafson -Sp Ed Randi Reigel -Int Bacc Nell B. Richardson Barbara Y. Saulsberry	Borough	Bayside
		Grade Organization	9-12
		PTA President	Joyce Davis
		SCA President	Allison Snyder

Description

Princess Anne High School has a longstanding tradition of academic excellence. Our mission is to ensure that each student is empowered with the knowledge and skills necessary to meet the challenges of the future. The diversity of the student body, socioeconomic and ethnic... presents a unique challenge to provide programs and curricula meeting the needs of all students. These include Advanced Placement and honors courses, a center and support services for pregnant teens, a multi-faceted special education program, and a Naval Junior ROTC unit. In addition, Princess Anne is completing its application to offer the prestigious International Baccalaureate diploma and will be the first high school in South Hampton Roads to be designated an IB school. Our mission is to ensure that each student is empowered with the knowledge and skills necessary to meet the challenges of the future.

School Characteristics 1996-97

Year Occupied	1954	Site Size	37.5 Acres	School Size	197,072 Sq Feet	Design Capacity	1,600	Program Capacity	2,081	Portable Classrooms	14
Last Renovation	1989										
Average Class Size	22.9 Language Arts 24.0 Mathematics 26.7 Social Studies 24.4 Science			SACS Accreditation	Initial Accreditation 1953-54 Date of Last Self Study 1985-86 Date of Last Interim Review 1990-91						
				SACS Next Scheduled Activity	Implement Year 3 of School Renewal						

Staff Characteristics 1996-97

Position	Gender			Ethnicity		
	Males	Females	Total	Caucasian	African American	Other
Administrators	2	4	6	5	1	0
Teachers	47	92	139	118	18	3
Classified	15	30	45	23	20	2

Teachers	With Graduate Degrees	50.3%
	New to School System	3.6%
	Avg Yrs Teaching Experience	13.7

Ocean Lakes High School

Principal	Jerry F. Deviney	Phone	721-4110
Address	885 Schumann Drive 23454	FAX	721-4309
Assistant Principals	Timothy R. Albert Norman Benwitz Brian Matney Shea D. Paisley	Borough	Princess Anne
		Grade Organization	9-12
		PTA President	Beth Esinhart
		SCA President	Bianca Thrasher

Description

Ocean Lakes High School is the newest of Virginia Beach's ten senior high schools opening its doors on September 7, 1994. Students reassigned from three senior high schools, five middle schools, and the Literacy Center comprised the first student body of 1,495 students.

Adopting "Building A Great Tradition" as the inaugural theme, Ocean Lakes High School is a bright, spacious, and inviting school of 307,000 square feet, making it the city's largest educational facility. The school offers a wide variety of programs including advanced placement and honors courses, the newly adopted Foundations of Technology course featuring a Center of Applied Technology, and an innovative student leadership course.

A highly competent professional staff provides exemplary leadership and high expectations for its diverse student population.

School Characteristics 1996-97

Year Occupied	1994	Site Size	49.6 Acres	School Size	306,792 Sq Feet	Design Capacity	2,358	Program Capacity	2,310	Portable Classrooms	0								
Last Renovation	NA																		
Average Class Size	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">21.9</td> <td>Language Arts</td> </tr> <tr> <td>22.0</td> <td>Mathematics</td> </tr> <tr> <td>25.0</td> <td>Social Studies</td> </tr> <tr> <td>25.8</td> <td>Science</td> </tr> </table>											21.9	Language Arts	22.0	Mathematics	25.0	Social Studies	25.8	Science
21.9	Language Arts																		
22.0	Mathematics																		
25.0	Social Studies																		
25.8	Science																		
SACS Accreditation	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Initial Accreditation</td> <td>1994-95</td> </tr> <tr> <td>Date of Last Self Study</td> <td>NA</td> </tr> <tr> <td>Date of Last Interim Review</td> <td>NA</td> </tr> </table>											Initial Accreditation	1994-95	Date of Last Self Study	NA	Date of Last Interim Review	NA		
Initial Accreditation	1994-95																		
Date of Last Self Study	NA																		
Date of Last Interim Review	NA																		
SACS Next Scheduled Activity	Begin self-study or select alternative model.																		

Staff Characteristics 1996-97

Position	Gender			Ethnicity		
	Males	Females	Total	Caucasian	African American	Other
Administrators	4	0	4	4	0	0
Teachers	43	86	129	117	9	3
Classified	17	42	59	37	20	2

Teachers	With Graduate Degrees	46.5%
	New to School System	3.8%
	Avg Yrs Teaching Experience	11.4